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In adult basic education, the teacher must have a close relationship with the disadvantaged student and an awareness of the adult as self directing, responsible, and experienced. An informal classroom climate and the proper teaching skills and attitudes are vital. Programed instruction must be used with care, its accuracy, agreement with existing curriculum, and compatibility with students' needs should be borne in mind. Instruction in mathematics should provide problem solving attitudes and skills rather than particular skills for particular jobs. A liberal arts approach is needed in basic education to help create free and responsible citizenship. (Committee reports are given on student recruitment, selection and evaluation of published materials, developing materials in the classroom, retention of students, and evaluation of the curriculum project. A bibliography is included.) (nl)

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WORKSHOP IN ADULT BASIC EDUCATION

Ohio State University
in cooperation with
Ohio State Department of Education

July 1–July 23, 1968

Workshop Report and Resource Document

ED024861

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Practical Concept of the Workshop

by

Mr. James Vicars
Department of Adult Education
Columbus Public Schools

The three-week program was planned with three distinct features. First, the team approach; second, demonstration centers; and third, special consultants. The three areas blended well enough to make a worthwhile workshop for each participant.

Team Approach

Organizational plans for the workshop focused on the team idea. The second day of the program each participant completed a form that was used as a guide for team development. On the third day the participants were divided into six teams. The criteria used for team information were:

1. Community
2. Availability of car
3. Sex
4. Experience in adult basic education
5. Position in adult basic education--teacher - counselor - administrator
6. Area of interest in adult basic education

Each team consisted of five members, of which one was elected team leader by the group. Throughout the workshop the teams functioned as a single unit including such activities as curriculum projects, reports and group work in the demonstration centers.

The team leaders would meet with staff members, thus forming a seventh leadership team which helped in the development of the day to day progress of the workshop.

The team concept serves the following functions:

1. To facilitate organization throughout the workshop with built-in flexibility.
2. Each participant could get the maximum benefit from contacts and working closely with other team members.
3. The team could be considered as a staff in an adult basic education center.

Demonstration Centers

The Department of Adult Education in the Columbus Public Schools provided a demonstration laboratory for the workshop. Two centers were established for the express purpose for use as a laboratory but also serving the undereducated adult in the surrounding area.

One center was at Franklin Junior High School at 1390 Franklin Avenue on the near east side of Columbus. This center is in the heart of the Negro community in Columbus, resulting in more than 95 per cent Negro enrollment.

The other center was at Mohawk Junior-Senior High School located in the center of Columbus at 300 East Livingston Avenue. This is the largest ABE center in Columbus and serves a wide range of levels of learning. It is about evenly split between Negro and white, male and female.

The centers were staffed with six classroom teachers and two counselors. Each center had a counselor in charge of the program and three classroom teachers. In addition, special services were provided by a nurse, a community worker and a special services person in materials and library services. Each classroom teacher was assigned as a "team teacher" for one of the participating teams in the workshop.

All workshop participants were assigned an individual schedule for the demonstration centers. Activities in which each person participated were:

1. Observing in the total center as well as in the classes in progress.
2. Becoming acquainted with the adult learners.
3. Participating in special teacher demonstrations.
4. Teaching and working with the adult learners.
5. Discussing special aspects of the programs with such specialists as the counselor, nurse, and community worker.
6. Visiting in the neighborhood and with specific adult learners with the community worker.
7. Becoming thoroughly acquainted with the materials (soft and hardware) for use in ABE classes.
8. Developing plans and materials that may be useful in his or her ABE classroom.

A total of twenty clock hours were spent in the centers by each of the workshop participants. Eleven of these hours were with the classroom teachers and nine with team activities in the centers and the community.

The classroom activities attempted to expose each person to all phases of an ABE program in a typical classroom setting. The classroom never had more than two workshop participants at any one time.

The team activities were clustered around the role of the special services people in the ABE program. Each team spent one hour with the nurse and each counselor, two hours with the team teacher and four hours with the community worker. Each of the specialists related to the team their role in the Columbus program. In addition to relating his function, the community worker took each team into the community and visited the area the program serves, welfare and other community agencies, neighborhood houses, other adult education programs and employment services.

By the close of the demonstration program all workshop participants had experienced the following:

1. Two hours in team conferences with the counselors.
2. One hour in team conference with the nurse.
3. Two hours in team conferences with the team teacher.
4. One hour in team conference with the community worker.
5. Three hours visiting the community with the community worker.
6. Three hours of observing in an ABE classroom.
7. Two hours of team teaching with another workshop participant or with the team teacher.
8. One hour of small group teaching.
9. One hour working with an individual adult learner.
10. One hour getting acquainted with ABE hardware.
11. One hour getting acquainted with ABE software.
12. Two hours of independent teaching.

Special Consultants

The blending of the theory and idea of adult basic education with the practical approach in the demonstration centers was an ideal situation in the workshop. Consultants provided the following background for the participants.

1. An overview of all adult education programing and its relation to adult basic education.
2. Special programs in adult basic education in other settings outside Columbus and areas familiar to the participants.
3. Psychological and sociological backgrounds of the undereducated adults.
4. The role of the State Department of Education relative to the local program.
5. How adults learn.
6. Special demonstrations and techniques for teaching adults.
7. Individualizing instruction through programmed learning.
8. How to teach adults communication and arithmetic skills.
9. The role of liberal education in adult basic education.

CONTRIBUTIONS OF CONSULTANTS

Excerpt
from
"Adult Basic Education - Yesterday, Today, and Tommorrow"

by

Mr. James Dorland, Associate Executive Secretary
National Association for Public School Adult Education

Let us discuss some of the problems or roadblocks we have faced. The biggest roadblock of all was that we thought it was going to be so simple to become involved in what we called Adult Basic Education. We thought it was going to be easy to teach adults to learn to read and write. After all, we had done it for youngsters for many years, and we were a highly literate society. We had trained teachers, we had schools, and we had materials, so it really was going to be a soft touch. It was easy to get teachers to come in and teach ABE classes, but there were problems. One was that we did not have enough materials. That was a real roadblock at first because we found out that we could not just transfer materials for young people to adults. It was an insult to the adults' sensitivity and it was destructive to the self-image which we were trying to nourish. But American ingenuity and Capitalism being what they are, that is not a problem today. We can always get better materials, and you now have your choice of a lot of different kinds of materials.

As far as techniques are concerned, we certainly did not use the same authoritarian style in dealing with disadvantaged adults. Our elementary and secondary teachers soon found that what worked during the day was not necessarily effective at night. We had to develop a whole new approach. Sometimes it meant using different jargon, different vernacular, or "just telling it like it is" to the adults. Sometimes it meant not wearing a suit coat and a tie, but really dressing the way the adult did. It even meant not saying "Here it is, take it or leave it," and being happy if they left it because your class was one smaller. It meant trying to present it in a way in which they really liked it. If they did not like it then we had to go after them, try to find out why they did not like it and try to get them back. This is a different approach. A lot of our adult teachers realized that this had to be done.

Most of the psychology of adult education had been applied to middle class adults. We just did not have enough data on the culturally disinherited to realize that they did have specialized problems. Their motivation was entirely different. They needed immediate success and they could not do much long-range planning.

We not only had problems of how to teach, we had problems of recruitment. We thought they would like our beautiful schools. Why not? We thought that it would be fairly simple, but we found out that we could not do it in the traditional way--put an ad in the newspaper and expect people to show up. If they could not read, that was not a very effective way.

Furthermore, we found out that once we got through the recruitment part, retaining them was another problem. The reasons an adult would have for quitting had to do with baby-sitting, loss of visual acuity, problems of hearing, a drinking problem, or lower-back pains--all the things that affect adults but do not necessarily affect children. We had to develop recruitment and retention methods that we had not even thought about before.

We crank out numbers of people. I wonder, as we say a million plus people have been turned out of class, if we really know how much it has affected this person's life style. Has he gotten a job and been able to hold onto it? Is he any happier? We always say that the name of the game is a job. Perhaps it is for an undereducated adult. But do you always have to be educated to have a job or do you always have to have a job after you are educated?...

Excerpt
from
"Psychological and Sociological Backgrounds
of
Adult Basic Education Students"

by

Dr. Joseph Paige
Urban Adult Education Institute, Wayne State University

Black people have been forced over the years to give up their blackness and mimic with maximum authenticity the culture of white--generally that of the white middle class. Survival has almost been based wholly on their ability to accomodate white habits and white styles.

When a student appears to be dull, he is not really dull, he has been turned off. In Texas last year a lady was telling me that she enjoyed working with undereducated adults. She thought it was a beautiful experience. But she said, "Dr. Paige, they are just so dull." She was terribly disturbed. My position was that I do not think people are basically dull. Dullness is an achievement. So if you have a dull student you have to clap your hands and say thank God he has learned something. He has learned how to be dull as a result of the system. You learn out of necessity to accomodate and in doing so you learn how to think poorly of yourself and how to be less than whole. The typical undereducated adult if he is black, or if he is from a minority, or even if he is white, probably does not feel as important personally as you feel. He has had a series of frustrating experiences. He has had a series of negative encounters within his own social class with his peers and with all of the people above him. Now if he is white he is considered by a large number of "good-thinking" white people to be white trash. That is a very terrible name. If you do research in this area, you will find out that up until about two years ago for a large number of black people, anybody that was white was considered better than they were. They had a large number of poor blacks that had lost almost all of their self esteem and their self respect. The great thing in the black community was to be respected by or being accepted by Mr. Smith or Mr. Jones. To heck with what the neighbors thought. If you walked down the street and Mr. Charley said "Now he's a good boy." He is 65 years old, but if he is a good boy that is all they needed. Traditionally we were not permitted to use last names so if it was Charley Jones, they said Mr. Charley. The great badge of acceptance in the black community up until about two or three years ago was how the white community accepted you. It could be the poor white or the affluent white. It didn't make any difference as long as they said you were a good boy. Something has happened in the black community. I think they had a feeling that perhaps it was a racist society and maybe they ought to get racist too. The feeling has some positive things about it. The important thing is that now the black community and the white community must work together on all things if they do not want to destroy each other. The chances for black destruction of the black community and of the white community are just as great as white destruction of itself or the black community. Both have at their disposal methods and means, some more hideous than others. The situation that we face in our country is something similar to what we face with respect to Russia. We have to talk and we have to get together and try to understand each other as people, irrespective of race, color, religion, or national origin. These are things that we have to do.

Let's go a step further. We said that the person learned to think poorly of himself. As an example, I traveled last year for the President's Committee on the Education of Disadvantaged Children. We visited a few of the elementary schools in Kentucky. There was a little girl with her stringy hair and long dress. Every time the teacher would ask a question to the class, this little girl would raise her hand and the teacher consistently ignored her for at least 35 minutes. I went to the teacher and I said, "Why are you ignoring this little girl?" The teacher was very much to the point. She said, "Dr. Paige, you just don't understand. This girl is from the hills and she is poor white trash and she will be out of this building by the time she is 13 or 14. I might as well not spend any time with her." So I went to the principal and I said, "Did you hear what your teacher told me? Imagine a teacher saying such a thing about a student. If she was a teacher in my class, I would probably have to throw her out the window if I were the principal." But he said, "Don't get alarmed. All of us know that these people won't amount to anything. So it is a caretaking operation with them. We let them come down, but why waste time with them. They will drop out with babies or something by the time they are 13 or 14." This was the attitude of the entire school.

These debilitating effects of the system to a large number of blacks and whites has been that of moral castration resulting in some form of personality depreciation in every case. We are no longer the whole man or the whole woman. We learn that it is best and accept less than what we really know we can achieve. So we develop the notion, those of us who have been ostracized or depressed, that there is a place for us and we must stay in our place.

The poor undereducated blacks and the poor undereducated whites share many experiences in common. The frustrations and hatreds as a result of their day to day experiences gradually form within them a wall driving them deeper and deeper into subcultural depths and separating them farther and farther from the mainstream. The same frustration results in partial or extreme negativism, pessimism, depression of spirits, and difference in lack of generosity and even active cruelity and oppression to others.

Year after year an entrapment of poverty has for many uneducated adults wiped out so many of the human qualities. Hunger, disease, social and cultural deprivations, generation after generation of harassment and disappointment leave very specific imprints on both the young and the old. Fortunately, many of the people with whom you must work and deal have been able to develop a coping strategy that will help them to survive the system and if anything profit by it. But for too many people this is a problem. Those of us who are committed to help them help themselves have to take a lot of time to learn the painful things about why they think the way they think. Anything that we do in a meaningful way with this population must take into consideration the backgrounds they have. A good instructional strategy would provide consideration along these lines as well as a means for achieving the type of stability we want.

The teacher of Adult Basic Education ought to feel that he is just as responsible for providing coping strategies as he is for teaching people to read and write and count. In our project in Detroit our teachers must visit homes. If they have twenty students in my project, then they must visit each home at least once a month. They must also attend the block club meeting with people on their block. They must go into bars if our students go into bars, and to the churches. In other words, my teachers have to be community oriented and family oriented. I hold them totally accountable for attendance. If there are twenty students in a class, the only type of absentees or terminations that I will accept are the positive kinds. If a person moves out of town, I don't expect him in the class or if he is sick. But unless he is sick I like to see at least 90 per cent attendance at all times. When he doesn't show up I let the teacher know that somehow the teacher has not been as creative and as innovative in her instructional strategy as she should have been. I put the total responsibility on teacher accountability. I provide each teacher with an aide or two and either the teacher must check on that student if he is absent or one of those aides must do it. I want the student in the class tomorrow if he is absent today or some explanation of it. We have kept about 90 to 95 per cent attendance in our classes because we have made the teacher accountable. These are the types of things we have to do if we ever plan to make an imprint.

I tell each teacher that he must also make sure that every student in his class gets a job if he wants a job. I hold the teacher responsible for it. The teacher can work with the employment committee, with the Urban League, or with our own job development group. But I don't hold the job development people responsible for getting the job, I hold the teacher responsible. It is up to the teacher to agitate--in my office, with the job development people, with the Urban League, with the employment people and anybody else. The teacher must make sure that everybody that wants a job has one within the second month of his participation in our program. I don't think that is unreasonable. I just think we ought to get out of the business if we don't mean business. This is how I look at it.

All of us have to give. I believe my teachers gain by visiting the home. When they visit a home I require certain things. They must use the bathroom if they visit the home because on the environment checklist when they come back they have to tell me what the toilet looked like, did it flush, were there rings around it? Was the floor dirty? Was the bed made? I want them to go into the bedrooms and the kitchen. That is very important because if we want behavioral change, we have to find out these things.

I expect every teacher in my program to know their students well enough to find out whether they use Kotex or just cloths for their menstrual period.

We discovered that out of 180 people we had around 60 that had never used any type of sanitary napkin in their lives. They used torn shirts, torn handkerchiefs, paper, etc., through the whole cycle. To me that was a serious thing and when I mentioned that to some of our people, they said, "Joe, you are getting too personal." My position is that if that is what too personal means, then we all must get too personal if we plan to do our job. These same people are maids. They are the people who cook in the restaurants. They are the people you sit next to on the buses. They are the people who sit in the cars that you buy before you buy them.

What I am trying to say is that we have to get that personal. For instance, we have to ask them about their weight. If they are too fat, we have to tell them. We don't tell them if they are living "common law" to break that up. That is a personal thing. We don't get involved in that. We ask them about the person who lives with them. That is as much as we need to know.

Profanity is a problem we are concerned about. My teachers have to maintain what we call a "critical word usage list." We video tape sessions. Then we ask the students to tell us what is wrong with what that person is saying. Almost invariably they say he is too vulgar. We have effected a great reduction in use of what we call critical words. We have had people who would use 20 to 40 in a two-hour session--every time they would open their mouths. Yet these are the people that we must help. We have to get them so when they talk to other people they will understand that that language might be offensive. We have to get them so that they will know when to use it. We don't tell them to stop using it. We just tell them to pick the places so they won't use it on the job, at school, or at church.

Excerpt
from
"How Adults Learn"

by

Dr. Eugene DuBois
School of Education
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If you talk to most psychologists or people who are working in the area of learning theory, they will tell you something that is rather startling--that we do not really know how people learn. There are theories but we don't really know for sure.

Andragogy is a term that we are now using increasingly in Adult Education as we attempt to define the theory for adult learning. What it means is helping adults to learn. Not teaching, but helping adults to learn. Establishing an environment for adult learning. Andragogy has four main tenants that we are going to apply to adult learning as we attempt to do some definitive research in this area.

First the adult as a learner enters the learning activity with an image of himself as self directing, responsible, and an adult. What does this mean in working with adults? When we design a learning experience for the adult we have to be aware of how he regards himself. We should look upon him as a self directing, responsible person with values of his own. How often have you heard teachers talk to adults in adult basic or any other adult education activity where they were not cognicent of this? We should be designing learning experiences that will enhance the self image of the student.

Second, the adult enters the learning experiences with more experience than youths. The youth has only 15 or 20 years of life but the adult may have had 50 or 60 years of experience. How often do we utilize those experiences in the learning situation? Say you are in a YMCA situation and you may be talking about economics. You may very well have someone in your class who has been working in a bank or in a brokerage house. Why can you not use his learning experiences in that classroom helping to facilitate that learning experience by drawing upon his experiences. In adult education you can do this because the adult has more experience than the youth.

Third, the adult enters the learning experience with a different quality of experience, and different developmental tasks. By developmental tasks we mean that there are certain periods of life in which certain things are more important than others. There is a certain time in life when something can be taught more easily than another. For example, at age eighteen the youth is concerned about sex life, the draft driving a car, etc. These are important to them at that time in life and there are other times in life where other activities are more important.

Fourth, the adult enters the learning activity with a more immediate intention to apply that learning. For example, when an adult goes to a classroom and he is taking a course in a foreign language, more often than not, he plans to use that foreign language. He may be going to Spain or France. But he plans to use it soon whereas the youth stores up his knowledge because he is going to use it some day when he gets out of school. He isn't going to use it right away.

Excerpt
from
"Individualizing Instruction"

by

Mr. Gerald Gould
Principal, Garden City High School
Garden City, Michigan

I am not promoting programmed learning as a panacea. It may sound that way because as I get warmed up, I will get enthusiastic about it. Not every student with whom you are working should program. Not every teacher should use programs. But programmed learning works. There probably is more misinformation peddled about programmed learning than about any other innovation on the scene. There are probably more psuedo experts in programmed learning than any other educational area. People confuse knowing about programmed learning with knowing how to use it. Many people are innocently going out and talking about programmed learning. Some of them are in high positions, some of them with very impressive titles. In all innocence they believe they do understand it. Mrs. Striph and I have remedied approximately 121 of these situations where various consultants have tried to actually help classroom teachers set up a programmed unit only to find out that they (the consultants) knew the theory but did not know the everyday "ins and outs" of working with it. My main purpose here today is to inform you about programmed learning, how it can be utilized in a lab or regular classroom situation, the fact that it can be successful, give you some of the guidelines and tell you the things we do not do in programmed learning.

As I have said, there are a lot of people who are claiming that programmed learning is the answer, that it is going to solve all educational learning problems. Of course it is not. There are people at the other end of the scale saying that programmed learning is no good because they tried to use programs and failed.

What is programmed learning? Many people over the years thought of programmed learning as a box with flashing lights and all kinds of IBM equipment which looks like a computer. Johnny sits in front of it and if he gets a right answer a piece of bubble gum pops out. This is one form of it. It started with Dr. Pressey back in 1926 with the teaching machine. The technique was adopted by the Armed Forces during World War II, then moved into industry, into the colleges, into the junior highs. Only within the last few years has really productive material been available to the elementary schools. The main point is that, whether you are talking about a machine or a programmed text, it is the program that teaches. It doesn't matter whether it is housed in a paper cover or a $50,000 machine. If the program is a good program and properly used, it will be effective. If the program is not a good program, the machine doesn't mean a thing. This is why we have machines backed up in the warehouses. Educators have caught on. As they found out that it was the program that taught, that one can buy programs for as little cost as $.59 and use them several years, why pay thousands of dollars for a machine?

In brief, in programmed learning the subject matter to be taught is broken up into small units called frames. In practice these frames usually vary in size from several sentences to several small paragraphs. The student must respond. He may not just sit and read as he does a text. In order to go on to line two he must respond to line one. He will have a paper covering the answer. As soon as he writes his answer, he will move his paper and know immediately whether he is right or wrong. The student is provided immediate feedback reinforcement. He is told the appropriate answer - whether he is right or wrong - which has the immediate advantage of reinforcing the answer. Since good linear programs are written in such a way that the student is right a high percentage of the time, the act of telling the student that he is correct becomes a reward or reinforcement. Thus programs have a higher amount of reward or reinforcement than most ordinary teaching situations. This stimulus-response-reinforcement is the behavioral psychology on which programming is built.

One of the first questions I am usually asked is, "What is to prevent the student from cheating?" The answer is, "Nothing." We don't care. Some students do start out cheating. Particularly those with long failure patterns. They will read a frame and then they will peek at the answer. They usually work two or three more frames and then they will peek again. They may work six or seven more frames and all of a sudden (you can see this if you watch, particularly with adults) they will say, "I knew the answer." Then they will try again and they know it again. It is such small step sequence that they can't miss.

Another basic difference in programming is that revisions are based on student responses. Programs teach. They must teach. If they don't teach, you have the wrong program, at least for that student. The student is the final authority. It either works for him or it doesn't. In traditional curriculum materials an expert often determines the final presentation, but in programming the approach is strictly student centered. Programs are also more carefully aimed at a particular ability level of the student based on experimentation not on opinion. You may not issue programs on the basis of what you think. You are going to have to do some testing. This is an important point with programming.

A program is to work, not just to read. It is not a test because a test measures what you have already learned. It is not a workbook though it looks like a workbook. A workbook helps you practice something you hopefully have already learned. A program teaches you something that you did not know before. We can measure the learning by a pretest and a post-test and other evaluative instruments.

It is particularly essential that the first program encountered by your students provides successful experiences. You may not get a second chance particularly with the people you are working with. They have met so much failure. These are things you should consider when you are preparing to use a program:

First, is the program accurate? There are many programs on the market by reputable companies that are not accurate. You may not depend on a publisher. You may not depend on a salesman. You must order the program, you must see it, and you must work it. You must work the program first to make sure that you really do have an accurate program. The answer as to why there are inaccurate programs on the market is simple. There is so much demand for programs that publishers are pouring them onto the market. They don't mean to be dishonest or misleading. It is just carelessness.

Second, is the program in agreement with the existing curriculum? Does it teach what you want it to teach? You have to know where you are going. You have to know how the program fits in. You have to work the program and evaluate its content. You must determine its use. Is it in agreement with what you want to teach?

Third, are the interests and reading levels of the program compatible with the type of students with whom you will be working? This is particularly important to you. Find out. How much emphasis is given to various topics? The teacher retains control of this. If you work the program and you know your curriculum, you can tell whether the program will work for you. You may not think a particular area is covered heavily enough. Then use it the way you want to and fill in with a film or a lecture or whatever you want to do. You have to know how much emphasis is given to the various topics because you may want to either de-emphasize or re-emphasize some particular phase. This is no magic panacea. It is strictly an aid and you have to implement it that way.

Fourth, are the learning objectives clearly stated and can they be identified? Many of the programs have the learning objectives listed in the front pages. Look at the table of contents for those objectives. At the same time, if you know your curriculum and you know what it contains, you will also know whether to supplement in the middle of a program. There is nothing sacred about tearing a program apart and using two pages or using the whole thing. Make it suit your purpose. Don't abdicate your responsibility for lesson content to a program.

We have covered how you select programs. Now, how do you implement them? One-to-one or in a group? First of all, in the one-to-one situation, the process starts with the conference between the teacher and the student. The teacher interviews the student with particular attention to any problem areas observed in a previous classroom activity. Notice anything you have picked up about him that you feel is a weakness as indicated by classroom test results or as mentioned by the student in conference. Listen very carefully to the peripheral remarks he makes. Go ahead and put him in a program that lets him build up a little confidence. As he begins to trust you and begins to get results from the program, then you can feed him other tests and find out if he has some other areas here that you should be dealing with.

Now what do you do in a group situation? The process begins with the teacher isolating some specific areas of instruction where programs could be effective in providing supplemental assistance. We recommend programs as supplementary. Very seldom will you use it as a main source of information. So you begin to isolate areas of need within your classrooms. In some cases and with some students, programs may be utilized for both reinforcement and enrichment at the same time in the same classroom but in different subject areas.

Where the failure of programmed learning can be guaranteed:

1. Where students program bell-time to bell-time, daily, with no human interaction. It will be boring.

2. Where all members of a class are lock-stepped through one program, i.e., every student does every page of a program whether he needs it or not.

3. Where the program is inaccurate and the teacher does not know it because she did not work the program first.

4. Where the reading level of the program is not compatible with the reading level of the students.

5. Where the students are not oriented to programmed learning, i.e., how it is different, what they must give to it and what they can expect from it.

6. Where the teachers are handed programs by a supervisor and told to use them, with no orientation.

7. Where the teacher does not have a thorough knowledge of the total curriculum, her specific objectives, or has not determined exactly what the role of the program is to be in meeting those objectives.

8. Where students do not utilize at least 15 minutes per day in programming. (Keeps up retention cycle.)

9. Where there is not a fairly wide selection of programs (at least three, if possible) that teach the same thing on the same reading level, and teach the same thing at various grade levels, by different authors, so that the student's learning style can be matched to an author's teaching style.

10. Where the teacher has not determined the prerequisite skills of the student before assigning a program.

11. Where the teacher introduces programmed learning as "fun," and then hands the student a good, accurate, "workhorse" program.

Excerpt
from
"Elements of Teaching in Adult Basic Education"

by

Miss Margaret Kielty, Director of Adult Education
Fitchburg, Massachusetts, Public Schools

July 9, 1968

1. THE CREATION OF AN INFORMAL CLASSROOM CLIMATE

The informal classroom climate is vital for the comfort of the student. Cooperativeness and friendship are meaningful elements throughout the entire teaching experience. A # 1 requirement is that the teacher knows the student's names, that the students know the teacher's name; and that the students are introduced to one another.

2. SKILLS AND ATTITUDES OF THE TEACHER

The effective teacher can be informal but at the same time dignified. The teacher should be patient and understanding, broadminded and tolerant, knowledgeable and impartial. The success of the group will depend on the teacher's skill and attitudes in creating a true and helpful learning experience for the students; ability to obtain responsiveness or rapport; and a capacity to share with the students their anxieties, frustrations, experiences, ambitions, problems, and successes.

3. RESPECT FOR THE INDIVIDUAL STUDENT

How important it is in the Adult Basic Education Classroom for the student to experience a feeling of security. The dignity and personal worth of each student should be recognized and respected by the teacher and class members. The students sense this respect if the teacher knows their names and gives them the title of Mr., Mrs., or Miss. The students sense a respect if they are made to feel welcome in the class and also made to feel that each has a contribution to make to the entire group. A sense of "Belongingness" in the classroom may be stimulated by providing an opportunity during every lesson for every student to participate. The students come to school with a certain feeling of anxiety. They are insecure, especially when they are exposed to other class members. "What will they think of me?" is often the threat that runs through their minds. The students are no different from ourselves in the fact that they have fears, worries and anxieties. The effective teacher needs teaching skills but must also possess a fundamental knowledge of and skill in human relations to help students dispel their lack of self-confidence and to sense a feeling of self-esteem in the classroom.

It is important that every student be given an equal portion of the teacher's time during the teaching session and that the student goes away from the session with the feeling that "Adult Basic Education is really worthwhile."

4. IDENTIFICATION OF NEEDS AND INTERESTS OF THE STUDENTS

Every student has his own personal needs, problems and interests as he enters the classroom. While the student is frequently reticent and timid about expressing these needs and interests, the skill of the teacher can gradually get these needs and interests to come to light. Talking with a student informally before class; or getting the students to express a few brief statements about themselves orally, or in writing if they are able to write at this level, will help the teacher to discover some of these needs and interests. If an understanding environment is created in the classroom, the student will gradually feel more free to discuss his needs and interests but we, as teachers, must wait patiently until the student is ready to talk.

5. PHYSICAL SET-UP OF CLASSROOM

The physical set-up of the classroom has a direct bearing on the elements of good teaching. Is the room attractive? Is it well lighted and ventilated? Are the seats comfortable for the students? Does the room allow facilities and space for the teacher to arrange necessary groupings of students? Is it free from noises and other distractions?

6. PSYCHOLOGY OF APPROACH

In Adult Basic Education classes, it is most essential that the students be treated as adults. They come to class with a variety of life experiences in spite of a lack of education.

A basic principle in the psychology of learning is that "Students do not learn as the result of what teachers do, but as a result of what teachers get them to do."

Motivation is one of the most important elements of learning. Motivation may be obtained by the teacher's efforts to meet the student's need for security, need for new experience, need for recognition, need for self-respect, and his need to help others. The student may also be motivated if a three-way communication is encouraged - communication between teacher and student; between student and teacher; and communication between student and student.

The Adult Basic Education student needs a sense of supportiveness in the learning process. Individual differences exist among students. No two people learn at the same rate. If the teacher recognizes these differences and plans the teaching procedure so that each student is helped to approach maximum learning within his own capabilities, the student feels this important element of supportiveness. It is also important to praise and commend the students' work or contributions. Praise does a great deal for us all in boosting self-confidence.

7. IMAGE OF THE TEACHER

This is a time when we, as teachers, might glance at ourselves in the "looking glass" and honestly face the image that we create in the classroom. Let us ask such questions as these:

Is my classroom appearance pleasing?
Is my manner friendly but dignified?
Do I smile?
Do I radiate enthusiasm?
Am I on time for my classes?
Do I speak distinctly and clearly?
Do I come to class prepared with teaching materials and skills?
Do I really enjoy teaching adults?
Do I stand on my feet and move around when I teach?
Do I give the students a chance to talk or do I do all of the talking?
Do I make learning an exciting experience for each one of my students?
Do I earn the respect of students?
Do I make an effort to meet the needs and interests of each individual student?
Do I give equal attention to each student?
Do I have a sense of humor?
Am I patient, optimistic, creative, understanding, vital, energetic, flexible, versatile?
Do I have true teaching skill?

8. TEACHING PROCEDURES

The teacher in the Adult Basic Education classroom should have a firm foundation in the skills of teaching the language arts, mathematics, science, skills of everyday living; to help the students become more effective and responsible employees, homemakers, parents and citizens, and happier, more fulfilled human beings.

The class session should be varied so that no student knows in advance exactly what routine the teacher will follow. Doing the same thing over and over, following the same procedure session after session, can become boring for the student.

The effective teacher abounds with teaching techniques so that drill and repetition may be provided for without ever becoming monotonous. There are many ways of doing the same thing and these many ways should be utilized. For example, new words introduced for the reading lesson, may be drilled on when they are on the chalkboard, but further drill may be provided through distributing the words on flashcards and asking the students to put the words in a statement; putting the words of a statement in jumbled order and having the students reassemble them in correct order; reading the same words from the newspaper where the words have been underlined by the teacher or where the teacher asks the students to underline them; projecting the words on a screen with a overhead projector, etc.

There will always be excitement and enthusiasm on the part of the students if the teacher is creative and introduces an element of surprise into every lesson. This may be a word game, a puzzle, a guessing game, etc.

Teachers who wish to keep abreast of teaching techniques, might well subscribe to "TECHNIQUES" published by the National Association for Public School Adult Education, 1201 Sixteenth Street, Washington, D. C.

To keep teaching varied the teacher must be equipped with many teaching devices and must "dare to be different" in trying any new idea that comes to mind. The teacher must have creativity and imagination in teaching techniques to become effective in the Adult Basic Education Class.

Excerpt
from
"Helping Adults Learn to Read"

by

Miss Margaret Kielty, Director of Adult Education
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July 10, 1968

TEACHING TECHNIQUES FOR INTRODUCTORY STAGE

The INTRODUCTORY STAGE applies to persons who are functionally illiterate.

In choosing a reading textbook or other reading material for the functionally illiterate the teacher should be cognizant of certain needs to be met.

A survey made some years ago indicated that the functionally illiterate had three needs or interests to be met. They wanted to be able to read signs, newspapers and letters.

In choosing material for the functionally illiterate it would be well to consider these needs and interests. First of all the book should be a book that is prepared specifically for adults. It should contain a reading vocabulary (words that the students would see in signs, newspapers, and letters). No more than four or five new words should be introduced in any one lesson. There should be constant repetition of the words throughout the textbook.

Reading improves the use of the English language. The words should be presented in statements and the stories and reading content should be developed around experiences that readers encounter in their daily life.

However, there are other approaches developed for the introduction of the functionally illiterate. One of these approaches which has been very effective is the phonetic approach. Teachers should investigate every method and utilize the one that seems most effective for the group being introduced to reading.

Reading grows out of the oral development of the lesson and is undertaken only after the student is prepared to understand both the vocabulary and the content that he will meet in the text. Testing comprehension must also be a part of every reading lesson. Spelling and writing should also be tied up as closely as possible to the reading lesson but because all are interrelated.

To take a concrete example of how a teacher would proceed in the first lesson with functionally illiterate students, let us assume that the following statements are to be introduced:

That is a man.
That is a woman.
This is a man.
This is a woman.

The teaching approach might well follow the following seven steps:

Oral Approach

1. The teacher introduces the statements orally and the students repeat them in chorus or individually, as the teacher points to individuals in the classroom or to pictures of men and women. This oral approach introduces the lesson but it also helps in English structure as it reinforces English structure patterns and word order in statements.

2. Print the statements on the blackboard and have the students read them in concert and individually.

3. Drill on individual words in the statements to make certain that students are not guessing and that they will recognize the words if they are seen in a different context.

4. Drill on the words in phrases such as This is a - , - is a woman, etc., again to test if the students are really recognizing the words or if they are guessing.

5. Oral reading from chalkboard or reading material (Textbook).

6. Silent reading from chalkboard or from reading material.

7. Quick drill on words introduced with flash cards or other devices.

Have the students see the words in other contexts such as the newspaper. On the "Help Wanted" pages of the newspaper the word MAN and the word WOMAN appears several times. If these words can be clipped from the newspapers and mounted on flashcards and distributed to the students with an explanation that these words are from the newspaper, it will give the students a great feeling of satisfaction and achievement.

In order to increase reading ability at the INTRODUCTORY STAGE the adult student must be helped with skills in the mechanics of reading.

At first the student reads and remembers simple words as wholes. It is important to develop a large sight vocabulary.

This should be strengthened by the development of skills in phonetic analysis. The student may be led to concentrate on consonant letters and their sounds in words, and to find in them a firm ground of attack in the printed word generally. Words then become for him a framework of consonants, in which the vowel sounds take their place.

In the textbook, Learning to Read and Write, written by Ella C. Henderson and Twila L. Henderson and published by Holt, Rinehart and Winston, it states that "The vowel system of English is the great stumbling block for the beginning reader. Its varied historical development has resulted in a bewildering complexity of letter-sound relationships. Special systems of arbitrary symbols only result in greater confusion for the beginner. The answer is to de-emphasize the study of vowels until such time when the student has developed confidence in the consonant sounds. Experience has shown that everyone who can sound the consonants properly can read a passage of suitable vocabulary (in terms of meaning) without difficulty. Words in the reader's vocabulary speak themselves in his mind when his eye takes in the consonant framework."

The Structural Analysis on the word is also a skill in the mechanics of reading. Attention is called to known parts of the word, and then the student is aided in sounding out the whole word.

With the skills of sight vocabulary, phonetic and structural analysis, the reader may progress to the identification of unfamiliar words.

Other skills to be developed include development of good eye span habits to get away from word to word reading; development of speed and fluency in reading; and then development of oral reading skills, phrasing, inflection, and enunciation. The technique of reading with whispered chorusing is a great aid to the improvement of phrasing, inflection and enunciation.

TEACHING TECHNIQUES FOR ELEMENTARY STAGE

As the student reaches the level of the elementary stage, the teacher should work for the development of a richer and more extensive reading vocabulary through word attack skills.

Such word attack skills might include:

Phonetic analysis -
Recognizing initial and final consonants - recognizing long and short vowels - recognizing silent letters - recognizing that a letter has more than one sound, etc.

Structural analysis -
Recognizing root words - recognizing compound words - recognizing the inflectional form of a word formed by adding s, ed, and ing to a known root word.

The student should be aided in building sight vocabulary, recognizing synonyms, antonyms, homonyms, etc.

Comprehension skills should also be developed to the extent that the student is able to:

Find the main theme of the reading selection.
Find main ideas in paragraphs.
Understand details.
Summarize the reading selection.
Make judgments.
Draw conclusions.

TEACHING TECHNIQUES FOR INTERMEDIATE STAGE

Word attack skills should be continued at the Intermediate Stage. These should continue to include phonetic analysis, structural analysis including root words, prefixes and suffixes, syllables, contractions, etc. The use of the dictionary at this point will further aid word attack skills as well as comprehension skills.

Comprehension skills should be further developed at a higher state of difficulty than at the intermediate stage. Students should now be able to interpret motives of characters in stories, compare and contrast ideas, summarize and condense, act out part of the reading selection, etc.

Excerpt
from
"Helping Adults Learn Arithmetic"

by

Dr. Alan R. Osborne, Assistant Professor of Education
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It is a reasonable hypothesis that the cognitive processes which adults use in acquiring arithmetic concepts are not too different from the processes which school children use. However, the affective and motivational aspects of teaching adults arithmetic are profoundly different. The purpose of the following is to explore some important facets of the affective and/or motivational factors in the teaching of a basic mathematics course for adults.

A first principle which is exceedingly important is that any adult has had extensive experience with arithmetic concepts. Entailed by this extensive experience are two possible characteristics of the teaching-learning situation of which the teacher must be well aware and must be able to play upon.

First, every adult has some sort of number sense. On the one hand, this may be very primitive in character and quality. The adult may only be able to pair two sets in a one to one fashion. (see figure I)

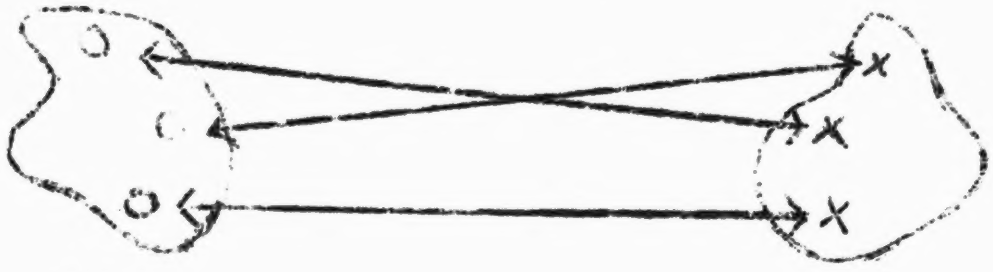

Figure I One-to-one pairing

He may be able to order objects in terms of size. He may be able to compare two sets and say there are more objects in one set than the other. Although this is a very primitive conceptual base, it gives the teacher and the learner a point at which to begin dialogue. On the other hand, many adults who lack extensive formal experience with arithmetic may be very sophisticated mathematically. An acquaintence of mine who is in his sixties has had approximately one and one half years of formal school experience. He is a farmhand who is working difficult estimational and computational problems arising in connection with seeding and is much more rapid and accurate than some farmers who possess considerable mathematical skill acquired in a formal educational setting. To begin instruction in arithmetic for this latter individual at a point suitable for an individual possessing only primitive understandings would be patently ridiculous. Because of the increased possibilities of differing experiences attributable to age, the adult educator must be extremely careful to adequately assess student skill and understanding levels prior to beginning instruction. The adult educator must be ready and willing to modify teacher-designed experiences to make them appropriate to the individual students.

The usage of experience by teachers and learners in forming arithmetic concepts is but one facet of the extensive experiential base of adult learners. A second facet which is equally important is negative in character. If one asks why most adults are participating in basic education programs, one is forced to recognize that formal schooling has driven many people from the schools. Many of these people have turned to adult education programs in their later years. For many individuals a significant portion of this experience has been failure and frustration in mathematics. Some people do not have ability in mathematics. Some have run into "hard-nose" teachers who demand too much from their students who do not understand. Some individuals do not like mathematics. Because of some of the previous experiences with mathematics, the teacher of basic mathematics for adults may have profound motivational problems. If the teacher enters the classroom and teaches mathematics for its own sake, then his students with this backlog of negative experience will cut him and mathematics cold. If he takes the gambit that mathematics is fun, he will be told by word or deed that he does not know what he is talking about. Again note the experiential base provides an extremely strong rationale for the individualization of instruction.

It is quite easy to make nice noises about individualizing instruction, student involvement, prognostic assessment of student capabilities, and so forth. Performance in the classroom context is another story. This is particularly the case if one takes the task which is so often taken in adult education programs. If the usual motivation for inclusion of mathematics in adult basic education programs is examined, it is found to be extremely conservative. Generally reasons for inclusion would be pleasing and satisfying to a George Wallace or a John Birchite. The basic arguments go something like this: We want people to acquire sufficient mathematics for self support, responsible citizenship and control of their own destiny (the latter is usually translated as we want them to be able to move up the ladder for job betterment). The above objectives are, of course, very important objectives--meritorious and significant.

However, given the nature of mathematics and the nature of the learner, goals should be formulated for much more liberal reasons. Stressing the social utility and the consumer usage of mathematics is too restrictive. The teacher who does this severely limits the freedom of the learner. The learner does not know what mathematics can do and what it cannot do. He cannot experience the joy of discovery in mathematics because he is not doing mathematics--he is applying it. The products of mathematical acts are stressed rather than the acts themselves.

If particular skills are learned for particular jobs, it is often the case that the expanding and changing technology makes the skills obsolete. The context of use for mathematics and the requisite mathematics is continually changing for all levels of our society. If the teacher elects to teach mathematics for specific jobs and situations, then he has not helped the student at all. He may have ultimately increased the student's frustration. The student must attack new mathematical situations with problem solving attitudes and skills.

Problem solving skills and attitudes are derivative from taking a problem solving approach to mathematics which possesses intrinsically the potential of extension beyond the situation. The individual must be freed to explore new situations and contexts mathematically. On the one hand, consumer and social utility mathematics is not the entree of a mathematical meal. On the other hand, it provides one of the most realistic points of entree to mathematical thinking. A problem solving approach to mathematically thinking requires realistic problems. Learners in relatively nonmotivated states will not become involved with abtruse mathematical thought for its own sake. The teacher of basic mathematics for adults must talk with his students--solicit from them problems whose solution possesses implicitly important mathematical concepts and processes. Parenthetically, this process of seeking entry points for mathematical instruction demands familiarity with the experiential background of the students.

Suppose two ladies enter your class comparing the price of two differently sized containers of Brand "X" peanut butter. Now the small jar costs 37 cents for 15 ounces and the large jar costs 85 cents for 2 pounds 3 ounces. This problem provides a natural entree through a problem solving mode of thought to such fundamental and useful concepts as ratio and scaling. Analysis of the mathematics involved flows nicely from the motivational state of the learners. The objective should be in terms of the mathematics to which the problem leads rather than simply the cost analysis.

"Introducing Liberal Adult Education into Basic Education"

by

Dr. John Ohliger, Assistant Professor of Adult Education
Ohio State University

July 12, 1968

I want to talk to you this morning on a subject about which I feel very deeply. In fact, I find it difficult to put it in exactly the right words so I will seek the help of others who have said it better.

Actually the basic point of this talk is quite simple. I will argue that you as teachers and counselors in adult basic education programs should adopt the liberal arts adult education approach. My argument is based on this proposition: the federal law which spawned the current emphasis on basic education, the Economic Opportunity Act of 1964, states, "It is the policy of the United States to eliminate the paradox of poverty in the midst of plenty by opening up to everyone. . .the opportunity to live in decency and dignity." I believe that men and women cannot live "in decency and dignity" unless they are free. There are two routes to freedom - action and education, inextricably intertwined. The action route is the responsibility of us all. We must work through civil rights and civil liberties organizations to improve the conditions of life for everyone. But the educational route is your special concern. We all recognize that man is not free, even if his conditions of life are adequate, even if he has a good job and a good place to live, if he doesn't know what to do with that freedom. Here is where the right kind of education - liberal arts education comes in. It becomes even more important when we understand that the right kind of education makes it possible for an individual to play a significant part in society in obtaining the very necessary conditions of life.

Seventy years ago, Thomas Davidson, a great American adult educator, put it this way: "A free life is the only life worthy of a human being. That which is not free is not responsible, and that which is not responsible is not moral. In other words, freedom is the condition of morality. That is simple enough. . . . It is clear enough that the uneducated man, however well endowed with health and wealth, is a slave. In the first place, he is a slave to other people's opinions, as everyone must be who fails to think for himself. He who acts upon the thought of another is practically that other's slave. This we see daily in the political world, where the great body of the people, on account of their ignorance, are deprived of their rights, and often of other things, by selfish men who have received a good education. In the second place, he is continually faced by circumstances, the bearing of which he does not understand, and hence is compelled either not to act at all, or else to act in the perilous dark. . . . Thus on all sides, he is hampered, fettered, shut up in a bare, squalid, narrow world, dark within and dark without. In such a world he has small opportunity for freedom. He is thankful, if he can walk in some beaten track and keep out of mischief. And, indeed, he often fails to do even that. . . . This is surely a lamentable state of affairs, especially in a democratic country, where intelligent citizenship is demanded of everybody. Are we not, as a nation, unfaithful to our own principles, if we allow it to continue? Are we not endangering the very existence of our free institutions?. . . The practical question is, How shall an end be put to this utterly disgraceful condition of things?. . . It is surely clear that the institutions needed in a democracy are such as shall wipe out all the unbrothering distinctions that divide sect from sect, and shall use every effort to secure for the whole body of the people intellectual, moral, political, and economic freedom."

You are concerned with one of the most important institutions in a democracy to which Davidson refers - the educational institution. What can you do in that institution to help man become free? You can adopt the liberal arts approach. Now I know that this is very easy to say, but appears hard to apply specifically. As Harry Miller has pointed out, "There is probably no area in adult education about which there is so much vagueness, ambiguity, and controversy as the liberal arts." There isn't time this morning to go into all the different approaches to liberal arts adult education, to explore all the reasons for "vagueness, ambiguity, and controversy." Instead, let us turn for help to the writings of a Chicago newspaperman, Robert Blakely, who has been called "the poet of the adult education movement."

Blakely provides us with a very clear picture of one useful approach to this kind of education as well as implying why it is important to adopt it for basic education programs. He writes: "(There) is a kind of education which can be called liberal education - a preparation for the rights and duties of freedom. Liberal education does not mean a particular school, method or content. It does mean the process of free and responsible thought; it does mean the product of free and responsible citizenship. It used to apply only to the few. We - in this generation in the United States - must make it apply to the many. This is a statement of faith that the many are capable of liberal education. It is also a statement of necessity, because the political base of our free society is universal suffrage. Regardless of the system, rulers must be educated to rule well. Either we will have to educate the large majority of our adults liberally, or the political base of our society will be changed and with it the economic and social structure as well. . . . Having the right to develop our individuality, either we must use that right, or we will lose it. Having the right of freedom of choice, either we must exercise it wisely and expand it, or it will be taken from us. These are the alternatives."

Now, zeroing in even more on the topic, Blakely asks, "what should be the subjects of liberal adult learning? The answer is simple (he says) - the major issues of human existence, such as life and death, space and time, the relationships between man and God, man and man, the individual and society, truth, justice, freedom, responsibility, war and peace. These and other subjects need to be approached both directly in their own right for the relevance to living and indirectly from the problems of living. But to say that some mature persons are not concerned with such issues or that they cannot comprehend such 'difficult' or 'highbrow' matters is insulting, not compassionate. It is to deny their humaneness. These subjects are too difficult and too highbrow for us all, but we must grapple with them, in our own way and in our own strength, if we are to live as human beings."

At this time I can almost hear some of you saying to yourself, "What the speaker has been saying is all fine, but it is still too vague. Phrases such as 'education for freedom' and 'grappling with basic issues' are great, but just what does it mean in terms of my day to day contact with my students in basic education classes." If that's what you are saying to yourself, you have a very good point. Just how do you translate these glowing concepts into action in the classroom. Instead of telling you how I would do it, I would like to give you three examples of just how it is being done in basic education classes right here in Ohio.

First, here is how Mr. Dan Grondin does it in basic education classes in Elyria, Ohio. Every week Mr. Grondin brings a different speaker on a current topic into his class. He does this, he says, to broaden the interests of his students and to increase their aware ess of the world around them. It is very important to note that the speakers only talk for about fifteen minutes, the rest of the hour is devoted to what Mr. Grondin says have been some "very piercing questions: from the students. When, for example, a lawyer or a newspaperman talks to the class, according to Mr. Grondin, the students have bombarded them with vital issues affecting their daily lives. You can see from this example how important it is to create the right kind of climate when you bring in outside speakers. Students should feel free to ask any type of question they want, even the most embarrassing ones. And you should pick speakers who are prepared to deal with such questions.

A second example of the use of the liberal arts approach occurs in the Dayton, Ohio, area. Mr. Bartlett Lubbers has developed what he calls "the Problems of Living Approach." Mr. Lubbers states: "The 'Problems of Living Units' and the student-centered approach to teaching-learning activities are direct out-growths of student and teacher evaluation of our previous efforts in Adult Basic Education. We discovered a complete dissatisfaction, among both students and teachers, with the 'traditional' textbook-workbook approach to learning. It was felt that we were merely presenting the adult learner with the same teaching-learning situation that caused him to terminate school attendance in the first place."

Here is the essence of Mr. Lubbers' approach: "At all three levels of instruction, the core of the learning activities are centered in Problems of Living Units. Such a teaching-learning unit is designed to cut across all traditional subject matter lines, drawing from each field of knowledge those understandings, skills and values needed to solve the problems identified. Basic skills in the language arts, mathematics and social studies are correlated and instruction provided on an individual need basis for the purpose of arriving at a satisfactory solution to the 'problem of living' currently being investigated. While some isolated drill for the acquisition of proficiency in these basic skills may be needed, it is recognized that the participants of this Project especially need frequent, if not constant, correlation between the skills to be learned and the basic problems encountered in the everyday problems of living in their neighborhood and local communities."

In his pre-planning, Mr. Lubbers has identified three problem units: Effective Citizenship in the Local, State and National Community; Meeting Health Needs of the Family Members; and Money Management. He anticipates that other units to a total of at least six will be examined in the course of one year. He has developed a four-step process for dealing with each unit.

The first step is Identification of Problems. Lubbers writes: "At all three levels of instruction, a brief overview of the problem of living is presented by the classroom teacher. The adult participants are asked to listen during this brief 'peek' into the problem for those aspects which have particular meaning for them in their home situation. Following this brief introduction session, the participants themselves are asked to identify the problems they themselves face in this area. Small group 'buzz' sessions may also be used at all levels to elicit the numeration of these 'felt' problems. All problems identified by the individuals or groups should be noted for all to examine."

The second step is Delimiting or Selecting the Most Pertinent Problems. Lubbers notes: "In the examination of the problem identified by group members regarding the unit problem, similar ideas may be grouped together or re-listed under broader headings. Throughout the entire delimiting process, regard for the dignity, worth and value of each member's contribution must be stressed. Adults must be encouraged to speak their minds freely without fear of censure or ridicule."

The third step is Seeking Solutions to Identified Problems. Here is where actual work projects develop which integrate the basic skill learning as the adults grapple with various ways of handling the problem.

The fourth and final step is a Culminating Activity. Lubbers states: "All three levels of instruction might well arrange an exhibit, play, sociodrama, or exposition of the conclusions they have drawn from the study. Adult participants at each level would explain and tell about their study, in an audience situation. The audience might well consist of members of the other two levels of instruction, members of the participant's families, and/or visitors from neighboring Adult Education Centers.

You can see from this description that the most important aspect of this approach is that the adults are constantly dealing with problems which they themselves consider basic to their daily lives. They are learning skills with the specific goal of helping to deal with these problems.

The third and final example of liberal adult education in basic education programs is drawn from the work of Mr. Max Way down in Piketon, Ohio.

In his work Mr. Way emphasizes a process - group discussion, and an area - current and controversial political topics. This is how he does it. It is very simple. Periodically each basic education class listens to a brief tape recording which presents several sides of a current issue such as the civil rights crisis, Vietnam, the draft, or the future of the United Nations. After a tape is played, the adults are encouraged to engage in a group discussion about it. Mr. Way writes that "the interest shown through listening to these tapes was most gratifying. Many basic education students asked if they could be replayed so that their friends and neighbors might hear them." He reports that the tapes also served as an excellent recruiting device because when other adults came to hear and discuss the tapos they often remained to become members of the classes.

We have presented three examples of how the liberal arts approach has been integrated into adult basic education programs. They prove that, with a little imagination and effort, it can be done. The most important conclusion is this: Man can learn to be free only by learning to exercise that freedom first in an educational situation. Adult basic education programs should provide many opportunities for exercising freedom by adopting the liberal arts approach.

COMMITTEE REPORTS

Committee Reports

Following are brief summaries of lengthy reports completed by the six learning teams in five areas. Each learning team was composed of five students.

I. Student Recruitment

Team I - John Duffey

Our campaign will start in two directions with greater emphasis on the latter. The first phase will be publicity for the center. We tend to use the local mass media for the first part of our campaign, i. e. newspapers, radio, and television. The second phase will be with those agencies, clubs and people who know and have repeated contacts with the functional illiterate.

Mass Media

- Newspapers
- Radio, Television
- Posters
- Speakers bureau

Supporting Agencies

A. Community social agencies

1. Welfare Department
2. State Employment Office (Human Resource and Development Center.)
3. Public Housing Authority
4. Police Department

B. Voluntary agencies

1. Salvation Army
2. N.A.A.C.P.
3. YMCA and YWCA
4. Urban League
5. Settlement houses

C. Schools

1. Visiting teachers
2. Community workers
3. Counselors
4. Principals
5. Local school news media

D. Others

1. Businesses
2. Industries
3. Unions
4. Various religious faiths

It is through these agencies that we will make the initial identification of Level I adults. They will refer the individual to our center plus send a list of prospective clients. Our staff will make personal calls on those that have been identified.

Team II - Edward Murphy

The support of all segments of the community must be gained for a successful recruitment program. These segments encompass the political, educational, social, cultural, and spiritual forces within the community.

A determination of the need for ABE must be ascertained. Unemployment figures, crime rate, school drop-out figures, and census information on housing are some of the indicators of the need. Contact within a community with the poor themselves and the agencies and organizations which serve them is a good way for assessing the need for ABE.

Recruitment may utilize direct and/or indirect methods. The people who work directly with the program and/or certain other agency personnel may recruit on an individual basis. Indirect recruitment would involve the use of mass media: newspapers, radio, TV, flyers, posters, window displays, information booths, and bulletin boards.

Team III - Robert Schneider

I. Divisions of recruiting program

A. Personal Contact

1. the adult teacher
2. the former adult learner
3. the counselors
4. the community and social worker
5. the health personnel
    a. health nurse
    b. doctors

B. Mass Media Contact

1. Radio and Television
2. Newspapers

    a. privately owned
    b. school papers

3. Welfare Departments
4. Government Agencies

    a. Social Security
    b. Vocational Rehabilitation
    c. Department of Agriculture
    d. Bureau of Prisons

5. Labor Unions
6. Religious Institutions

    a. YMCA and YWCA
    b. Other local and national groups

The recruiting program must be a highly planned and organized effort that will include evaluation procedures and follow-up activities. The program should include "in-service" education of business and community leaders to define for them and to sell to them the exact nature of the adult education program.

Team IV - Marilyn Berkebile

The first step in any A.B.E. Program is in recruiting the students. This can be accomplished in many ways such as television announcements, newspaper articles or ads, radio announcements, employment agencies, posters in groceries, community houses, etc.

In recruiting you must remember not to oversell the program, recruit regularly in an area, be happy with results but not content because there are always more people in the area who are not in class.

When a student comes to the A.B.E. program, there are two ways to diagnose his starting point. Counseling and Testing. Counseling consists of communicating orally with each student, finding out his background educationally and socially and placing him through your observations. Testing consists of oral or written tests with the written tests being used only when you cannot quite make an oral diagnosis of his educational achievements.

Team V - Gene Delaplane

One of the most difficult problems of the adult basic education program is to recruit students. Recruitment must be a team approach that deals with the problems of motivation, retention, and teaching. All of these areas must be coordinated in order to have an effective recruitment program.

Methods must be found and utilized that will utilize the positive pressures to the fullest extent, while alleviating the negative pressures on the student in adult basic education. These pressures may be family, social, job change, or psychological, but all students have some degree of pressures.

It is the recruiter's problem and the first professional people who work with the undereducated adult to find these pressures as quickly as possible. The discovery of meaningful motivations combined in a genuine experience with the teacher should provide a successful experience for the undereducated adult.

Team VI - Thomas Hatton

One of the more paramount problems facing the educator of adults today is the problem of recruitment. The basic task of the recruiter is to (1) inform the public of the opportunities which exist for enriching their lives in Adult Basic Education, and to (2) encourage and stimulate them to participate.

The information-dissemination function is a relatively simple one, requiring only a knowledge of the media through which contact with prospective students might be made. The problem of stimulation, however, is a bit more complicated, requiring an understanding of the cultural and psychological factors which motivate the behavior of the "target" group.

It is important to study the recruiting methods which have been used successfully in the past by other programs. Sometimes a change in approach might produce some unexpected, productive results.

II. Selection and Evaluation of Published Materials

Team I - John Simpson

A pre-session workshop for personnel-coordinators, auxiliary personnel, and teachers for the purposes of introductions should be conducted for the designation and clarification of job responsibilities, the selection of materials and the demonstration of the uses of the hardware equipment. A professional library of recommended readings for personnel should be made available.

Criteria for selection of published materials could be developed using those in the published report on curriculum guidelines from summer ABE workshop, 1968, Level I, pages 4 and 5 or from A Guide for Teacher Trainers in ABE from NAPSE or a composite. A similar composite criteria list could be developed from the said sources for selection and use of audio-visual materials. Continual evaluation and possible change as to adaptability and effectiveness in the student-centered program should be done throughout the term of the ABE program.

Team II - Diana Huffines

In setting up criteria for selecting published materials it is necessary to have at least a general idea of the objectives to be worked toward. Level II is the stage at which the adults have mastered most of the techniques needed to pronounce written words and they may be able to read simple materials. A major goal at this level is to maintain and expand existing skills.

It is necessary to adapt materials for individuals in adult classes since their needs are so varied. Also individual teachers will vary in the type of materials which they favor. In addition to the considerations just stated, the following are some general criteria for evaluating prospective materials.

1. Does the material meet the objectives of the class?
2. Is the material appropriate for Level II?
3. Does the material have an adult interest level?
4. Are the learning objectives readily definable?
5. If the material is programmed is it accurate?
6. Does the material possess any special features?

Team III - Virginia Miller

A teacher should be familiar with many materials and their uses, but in making a selection for use, the following criteria should be considered:

1. Will the subject matter supply the needs of the class?
2. Is the material:

   a. Adult oriented
   b. Realistically written
   c. Well organized in logical, sequential order
   d. Attractively illustrated
   e. Interesting
   f. Printed in easily read type on non-glare paper
   g. Free of grade level marking

3. Are the lessons clear, practical, and attainable?

With all the equipment and materials available any educational system still needs understanding, co-operative, flexible, well-trained and able teachers in order to have a successful educational program. In a society with such changing moods as we are currently experiencing, a program that is a success today may be a complete failure tomorrow.

Team IV - Harry McClay

Our main theme dealt with research in Adult Basic Education. We feel that any good program should be contributing to the needed research in this field. We are particularly interested in the possibilities of programmed materials. Therefore, our reading classes are to be divided into two groups of as nearly equal ability as possible.

One group will use the traditional workbook materials furnished by the Stick Vaughn Company of Austin, Texas. We also proposed the SRA reading kit for Level III.

For the programmed course, we recommended the Sullivan reading course by Behavioral Research Laboratories.

Evaluation is to be as much concerned with student reaction and retention as it is with academic progress.

Team V - Helen Durfey

Printed materials which can be used with adults in discussion of everyday living skills are available. Many of these are free materials and can be obtained from businesses and agencies in the local community. Because of the very nature and wide scope of topics, there is no specific set of materials labeled "Everyday Living Skills."

Much of the available materials will be too difficult for the adult non-reader. However, the subject matter is pertinent and many of the illustrations clear enough to be of benefit to the adult. Materials must be adapted to fit the needs of the individual classes.

There are printed series of materials available for the adult beginning to read. These materials are graded and sequential in difficulty. Parts of the books contain sections which pertain to everyday living skills. The teacher can correlate topic discussion with the sections which individual adults can read. This adapting of materials can meet the individual reading needs of each adult. It can continue to guide the adult from minimal literacy into continuing reading.

Some broad guidelines for selecting materials to be used in everyday living skills might be: (1) Who is going to use the material? (2) How is the material to be used? (3) What is the material to do? Materials need to reinforce and add to the basic skills of adults.

Team VI - John Elder

Teachers of Adult Basic Education need some guidelines to help in selecting and evaluating published materials because of the great amount of material now available. The following guidelines are given to help teachers in this task.

1. Is consideration given to the characteristics and background of the students who will use the material?
2. Are purposes for which materials are to be used identified?
3. Is subject matter acceptable to adults?
4. Do materials encourage further individual study?
5. Do materials help raise self-concept?
6. Is language suitable for adults?
7. Are sentences written in familiar vocabulary?
8. Are programmed materials well organized?
9. Are directions simple and clear?
10. Do materials allow student to progress at his own rate?
11. Do materials present actual life situations?
12. Does each lesson teach a single concept or small number of concepts thorougly?
13. Is material presented in a sequential and logical order?

III. Developing Materials in the Classroom

Team I - Mae Edmondson

When considering developing materials in the classroom, one should see the school in a democratic order as providing each adult with an equal opportunity to develop his abilities regardless of his level.

Specific materials must be planned for Level I. They are seen as illiterate. They cannot read or write well enough to function independently as they go about their daily activities.

The materials made by the teacher must be meaningful and should be accompanied by a clear, simple, easily read explanation.

Supplies for making these materials are found almost every where. Listed below are items from which materials can be made.

1. Paper of all kinds - boards, tag, etc.
2. Cloth - felt, fabric of all kinds
3. Small hardware - scissors, staple, tacks, pins, rulers
4. Paints, pens, pencils

From these items aids listed below can be constructed.

1. Portable felt boards
2. Charts
3. Games for math, social studies, reading, etc.

Team II - Althea Bruce

Due to a lack of usable published material, the teacher of adult education may find it necessary to supplement the supply. This material will be expected to more or less individualize instruction.

A. Consider two classifications

   1. Items adapted or developed to supplement, probably reworked from existing materials.
   2. Items developed from original ideas.

Areas to be covered are (1) listening, (2) speaking, (3) reading (basic word attack), (4) writing, (5) numerical skills to functional level, and (6) incorporated every day living skills.

B. Possible Sources of Help

1. Catalogues from publishers of school supplies, books, and audio visual materials
2. Libraries
3. News stands
4. Toy departments
5. Help in locating material and expert advise from professionals in the field, reading teachers, math teachers, and counselors

Team III - Janice Kennedy

A variety of teaching materials and methods are essential. Very often the best material in adult basic education is that which is prepared by the teacher after she knows the background and needs of her particular class. There are criteria for choosing, evaluating and using teacher-devised materials. Some of these are presented in this outline.

A. They should fit the class needs and be clear to the student; they should have some concrete and immediate value and be conducive to successful experiences; they should be easily reproduced and/or reusable.

B. Kinds of teacher-devised materials

1. blackboard
2. bulletin board, etc.

C. Classroom procedures in the use of materials

1. Discussion
2. Lecture, etc.

D. Some specific teacher-devised materials for three areas of learning taught at Level III

1. Arithmetic - grocery store
2. Language Arts - match words with jobs - vocabulary
3. Everyday Living Skills - set up voting booth

Fit your methods and techniques to the needs of your students.

Team IV - Julianne Moore

Involving the students in the development, selection, and use of materials can assist the teacher in the retention of students in the ABE program. This idea also is following the concepts that leading linguists are developing for us as teachers in ABE.

The leading linguists today say that students come to us speaking one type of English. Reading materials usually are written in a formal English style.

The needs of the ABE students have to be used in the formulation of materials. The materials themselves will have needs, also. It is my belief that teachers in an ABE program will have to follow a structure for teaching reading, and the materials must be developed around this structure. There are at least twelve well-known methods in teaching reading. These must be used in combination in developing materials if you are to have a strong reading program. The materials appropriate for level one, starting with readiness, will differ somewhat from those used at level two and three. Materials must include audio-visual, seatwork, tapes, kinesthetic materials, charts, puppetry, and free materials to add interest and involve students. This exposes latent talents and past experiences.

Team V - Ralph Suiter

Criteria

1. Does the material or technique meet a basic student need?
2. Does it meet a class need as recognized by the students?
3. Is it likely to produce some behavioral change?
4. Can it accomodate all individual performance levels and maximize the progress of each?
5. Can the teacher "feel at home" with it?
6. Is it ethnically acceptable to all class members?
7. Are its physical components procurable?

Special Admonitions for Teacher-Written Material

1. Keep the style informal.
2. Keep the vocabulary simple.
3. Keep the sentences simple.
4. Keep the paragraphs simple.
5. Determine the reading level of the finished product.
6. Test, if possible, before use.

Suggestions for Teacher-Devised Material and Techniques

1. Structured discussion
2. Small group and individual reports
3. Role playing and reverse role playing
4. Tape recordings
5. Feedback devices
6. Resource people
7. Teacher compiled files
8. Display materials
9. Maps
10. Newspapers
11. Student folders
12. Class developed arithmetic exercise book

Team VI - Frances Van Meter

Today almost every aspect of human life involves knowledge of arithmetic. The greater his skill with numbers, the greater the individual's ability to succeed in life. By mastering each process and by understanding each principle, the student will gain an increasing satisfaction from the sense of his steadily growing mental capacity. In developing devised material, you must meet the interest of the students' individual needs, be creative in selecting materials, have it functional, as well as reusable and easy to reproduce. The materials should raise self-esteem and help the learner gain insight into his self-image. Every effort should be made to relate arithmetic problems to practical experiences, so it can be made into practical application. Words frequently used in mathematical problems should be introduced as reading material before they are actually encountered in mathematical problems. Visual-aid materials and overhead projector can be used to illustrate and develop concepts.

IV. Retention of ABE Students

Team I - Betty Fluke

1. You must have teacher traits productive of good rapport.
   - A. He is truly interested in the student; works individually with him, familiarizing himself with the students' problems, both school and social. He learns students' names quickly and remembers special days, such as birthdays and anniversaries.
   - B. He exhibits patience rather than impatience, realizing that older students learn less quickly and are less flexible.
   - C. He is truly competent; the student trusts his ability.
   - D. He possesses a warm personality, but retains dignity. He allows no "buddy-buddy" relationship, but gives off happy vibrations.
   - E. Maintains a variety of interests which keep him versatile, stimulating, imaginative, flexible, creative.

2. You must have good teacher practices.
   - A. The teacher should not over burden with material but give only the amount of material the student can handle and use subject matter at the level of the student's comprehension.
   - B. Makes and follows a good lesson plan, uses varied methods of presenting material, positive approach.

3. You must have a good counseling program.

4. Recognize why students leave.
   - A. Voluntary - He feels inadequate, takes a job.
   - B. Involuntary - Illness, no transportation, family problems, inter-agency conflicts.

Team II - Leo McGee

One of the greatest problems in the ABE program is retaining the students. Without students the program cannot function. This is one way of evaluating the program. If students do not attend, there must be a reason or reasons.

The administration and staff should evaluate often to see if they are meeting the students' needs. All persons involved with the students should make them feel comfortable and secure at all times. This is very important because they attend on a voluntary basis. Therefore, they should not be offended in any way. Students also have personal problems that might cause poor attendance. (1) Lack of ability or skill, (2) illness, (3) lack of transportation, and (4) induction to military service.

The administration can also reduce poor attendance by: (1) Making class size small enough so each student can get some personal attention, (2) make available a variety of materials and equipment, (3) make the program flexible, (4) make classes available where it is convenient to students, and (5) classes should be located where there are not many stairs to climb.

Team III - Lola Ericson

The suggested dimensions for the retention of Adult Basic Education students can be divided into three categories, the physical setting, the program itself, and the teacher.

The type of building used is not important, but it should be centrally located. The classroom should be as comfortable as possible. Materials should be plentiful and be on all levels. It is necessary to have a planned, but flexible, program. An interested, effective teacher is the key to the entire program. Without a good teacher, the students will not remain in class, regardless of the excellence of the program.

Students may not complete the course for a variety of reasons such as a time conflict with their job, family problems, a disinterested teacher, or being placed in the wrong level in the classroom. The best way to ensure the retention of the student is to have a teacher who is sincerely interested in helping each student achieve his learning potential.

Team IV - Charles Schebor

Retention has a double meaning in education. One, the retainment of skills and knowledge taught. Two, the retainment of the A.B.E. student within the program. Poverty is described in relation to retention. Again, poverty has a double meaning. One is financial and the other is educational, both influence one another.

Teachers have prime responsibility for class. Knowing the individuals within the class will assist her in retaining the student. Acts by the teacher will assist the teacher in maintaining size and growth of the class.

Team V - Martha Henderson

A. Aims or Reasons for Attending ABE Class.

When we think about the retention of our students, we must necessarily think about the adult's aims or reasons for attending. What is the challenge? They attend in order to learn how to think and how to live effectively. Plato tells us they (adults) are seekers after wisdom.

B. What Keeps Students Coming to the Program?

The simple reason why students continue in ABE is that the teacher is bridging the gap for the students as individual human beings seeking a way to the better life. If the student discovers that ABE is a way for him to acquire the knowledge and values needed in order to fulfill his purpose in life, then there is no retention problem. On the other hand, if the program and the teacher are deficient in this vital facet of ABE, then retention of the student becomes a minor to major problem.

C. A New Challenge!

The means for responding adequately to the challenge of ABE teaching has been given to us by Dr. John Ohliger. He says the teacher must have a more definitive liberal arts education and philosophy that responds to the total human person rather than the more limited response of the simple academic needs of the ABE students.

Team VI - Serena Holloway

An adult education program must consider the characteristics, needs, desires, and ability of the adult learner. The adult learner has the need to succeed but many times sets up unrealistic goals for himself. He may need continuous motivation to accomplish his goal even if it is a realistic goal. He continues learning if he achieves satisfaction in terms of his expectations and needs. The program should be based on the adult learner's individual needs.

There are many reasons students drop out of school but an important reason may be lack of interest and motivation. The key solution to the above problem may be the teacher. The teacher must be able to motivate others, create a program that is successful and useful to adults, be well organized and quite flexible, have a great deal of sensitivity and patience, be genuinely interested in people and up to date on learning material and techniques.

Evaluate the program continuously and change curriculum or plan extra programs if needed.

V. Evaluation of the Curriculum Project

Team I - Keith Barnes

1. Introduction
   - A. Description of group I learners
     - (1) Personal - social characteristics
     - (2) Psychological needs
     - (3) Physical needs
     - (4) Values and ttitudes
2. Establishing dimensions and expectations
   - A. Evaluation of the student
     - (1) Non-verbal instruments
       - a. Reading - arithmetic - spelling
       - b. Scholastic aptitude
   - B. Evaluating level I materials
     - (1) Establishing evaluative criteria for materials
     - (2) Applying the standards
   - C. Evaluating the teacher
     - (1) Establishing evaluative criteria for teacher effectiveness
     - (2) Applying the standards
   - D. Standardized testing procedures and specific devices recommended
     - (1) Testing and the level one student
     - (2) Scholastic aptitude
     - (3) Achievement testing
     - (4) The testing session
     - (5) Summary
   - E. Conclusion
     - (1) A trend toward improved evaluation in ABE
     - (2) The future of ABE

Team II - John Bast

1. Review of goals of adult basic education - listing of general goals.
2. Definition of term evaluation - Coolie Verner's definition of evaluation.
3. Purposes of evaluation.
4. Criteria for evaluation - listing from Jensen, Lveright, and Hallenbeck.
5. Principles of evaluation - Malcolm Knowles guidelines for evaluation.
6. Formal methods of measuring adult progress.
7. Utilizing results of tests.
8. Informal methods of evaluation.
   Techniques suggested by Creative Leadership of Adult Education.
9. Materials selection criteria.
10. Teacher qualities.
11. Summary of evaluation.

Team III - Richard Beck

A. Methods of evaluation

   1. Testing - standardized
   2. Teacher - objective and subjective
   3. Did student reach his goals?
   4. Change in the student's attitude
   5. Informal discussion
   6. Counselor evaluation of the student
   7. Student evaluation
   8. Actions student takes (job, pay raise, more schooling)

B. Individual student evaluation

   1. For placement
   2. Progress during the year
   3. Completion

C. Program evaluation

   1. Objectives of program
   2. Were objectives reached?

D. Teacher evaluation

   1. Can he teach?
   2. Conferences
   3. Review the teaching materials

E. Material evaluation

F. Other areas to consider

1. Evaluate - in-service
2. Evaluate - teacher selection
3. Evaluate - teacher certification
4. Evaluate - role of teacher in recruitment
5. Evaluate - professional organizations
6. Evaluate - administrators in A.B.E. programs

Team IV - Janis Gruenhagen

Evaluation of any ABE program is effective only if it includes self-diagnosis and leads to improvement of program. Four categories of evaluation are necessary.

Teacher evaluation: The teacher is the most important ingredient in an ABE program. A good teacher has qualities of warmth, patience, flexibility, practicality, and thorough preparedness. He is also constantly striving for self-improvement; therefore, he will be able to use a checklist of good qualities for himself. Students and administrators might also contribute their opinions.

Pupil evaluation: Formal testing should be kept to a minimum. Teacher-made tests should be objective; student-made and student-appraised devices will lead to student growth.

Program evaluation: (1) Materials with which basic skills can be learned best and most easily will be considered good. Intangible goals should count too. (2) The comprehensive program can be evaluated in terms of student satisfaction in meeting individual needs, and how well the learning center is received by the "power structure" of the community. Evaluation must be continuous.

Team V - Rebecca Rumberger

Evaluation is all too frequently dismissed as an ever-so-necessary-last-chapter. However, evaluation rightly conceived is an intrinsic part of the teaching act. Various models for looking at the program have been developed. One example is the CIPP programs developed by Stufflebeam at the Ohio State University Evaluation Center. In this model, evaluation is divided into four parts each of which operates at a different time in the program.

Context evaluation would be used in the planning of the program. It would ascertain and delineate such things as the setting to be served, the needs to be met, and the problems underlying the needs. With such information we set the goals for our program.

Input evaluation would then be used to program specific activities. It would take into account available materials, staff, finances, etc.

Process evaluation would be used continuously during the implementation of the program, both in class and outside of class when planning and carrying out activities.

Product evaluation is the final stage. The evaluator has the task of defining objectives in such a way as to be able to measure them. Traditionally, ~~two~~ approaches have been made, either to define objectives in very specific, measureable terms or to dismiss product evaluation with the statement that change in life style cannot be measured. The ABE teacher must satisfactorily resolve this conflict.

Team VI - Paul Shoemaker

Introduction - Adult education is provided for the purpose of stimulating change in people--in their knowledge, ways of thinking, and in their attitudes or conduct, i.e., adult education hopes to effect behavior change. In order to determine whether or not behavior change has taken place, the program must be evaluated. This is essential in order to determine to what extent adult education is helping adults change in ways that both the adult and society consider desirable.

Purposes of Evaluation - Many writers in the field of adult education seem to agree on certain fundamental reasons for evaluation. (1) To guide the individual; (2) to improve the total program; (3) to defend or justify programs; and (4) to facilitate and encourage staff self-evaluation.

Obstacles to Evaluation - There are certain obstacles associated with the evaluation process. (1) The complexity of the human being; (2) objectives are sometimes vague and not understood; (3) gathering data is difficult; and (4) interpretation of data is a difficult process.

Program Evaluation - In evaluating a total program, certain guidelines are established which seem to be desirable. (1) Self-appraisal is better than appraisal by outsiders; (2) prepare your own evaluation instruments; (3) involve everyone affected by the program; (4) compare with self rather than others; and (5) evaluation must be continuous.

APPENDIX

Roster
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Summer, 1968

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Lucasville, Ohio 45648
Morrison Tower
Phone: 259-2387
Secondary Teacher

McGee, Leo
1177½ Lilley
Columbus, Ohio 43206
Phone: 252-2317
Elementary Teacher

Miller, Virginia P.
190 Glencoe Road
Columbus 14, Ohio
Phone: 262-6511
Elementary Teacher

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Phone: 279-6957
Elementary Teacher

Murphy, Edward R.
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Canal Fulton, Ohio 44614
Drackett Tower, Room 231
Phone: 854-2457
Elementary Teacher

Rumberger, Rebecca
2369 Williams
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Phone: 291-8433 Office: 293-1281
Graduate Student

Schebor, Charles William
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Cincinnati, Ohio 45212
Drackett Tower
Phone: 731-1806
Elementary Teacher

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Phone: 263-2135
Secondary Teacher

Shoemaker, Paul
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Morrison Tower
Phone: 775-0694 Office: 474-3494
Supervisor, Vocational Education
State Department of Education

Simpson, John
63½ South Detroit
Xenia, Ohio 45505
Drackett Tower
Phone: 372-8597
Xenia City Central Junior High

Suiter, Ralph
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Barnesville, Ohio 43713
Drackett Tower, Room 236
Phone: 425-1294
Secondary Teacher

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Drackett Tower
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Elementary Teacher, Retired

Evaluation #I and Results

I. Rank the following speakers according to their effectiveness for you. Rank "I" as being the highest.

6 James Dorland

2 Fon Belcher

5 Irvin Lowery

1 Dr. Joseph Paige

4 Dr. Eugene DuBois

3 David Gonzalez

II. Thus far, what is the most importent concept that you have learned in the program?

1. Patience - tolerance - mostly patience.
2. Much to be learned thus respect for learner most important.
3. Adult teaching so diversified.
4. Relevance of Adult Basic Education to student environment and experiences.
5. Regulation of types of people and problems of the undereducated adult.
6. Vast organization need of dedicated people.
7. Difference of Adult Basic Education program in different communities.
8. Improvement of self-concept of adult learner.
9. Differences of Adult Basic Education student.
10. Caution in approaching whole program.
11. Teaching adults not the same as teaching children.
12. My own awareness of Adult Basic Education is important to teaching.
13. Importance of using dormant abilities of adult.
14. The idea that we must recruit.
15. Concept of Adult Basic Education learner and range of Adult Basic Education abilities.
16. Understanding Adult Basic Education learner.
17. Rapid growth of Adult Education.
18. New field of Adult Basic Education.

III. What is the least effective activity that you have encountered?

1. Plans for tour of the campus and library.
2. The bus trip to Mohawk and Franklin.
3. The migrant worker education.
4. Dr. Paige came on a little too strong and made most of us doubt his effectiveness as he presented it.

5. The first day of organization.
6. The time at Franklin and the July 2 afternoon session.
7. The extra coffee breaks.
8. Counseling concerns - morning of first day.
9. Tour of education library - it didn't take place.
10. All have been worthwhile.
11. How to check out a book at library.
12. The entire first day--specifically the problem inventory.
13. Selecting materials.
14. I did not gain new information from Dr. DuBois' lecture. Much of the material had been presented in classes or sessions before.
15. The discussion of legislation for Adult Basic Education.
16. The first day might have moved faster.

IV. Sum up the last three days in one sentence.

1. Very interesting experience - should be productive.
2. More to learn than I thought.
3. Most part very enlightening.
4. Getting acquainted with the things that make up Adult Basic Education.
5. Stimulating overviews of Adult Basic Education field.
6. Looking forward to actual participation.
7. Vital field of Adult Basic Education.
8. New experience.
9. Speakers very appropriate.
10. Slow start activities steadily improving.
11. Well organized current importance.
12. Must be lull before the storm.
13. Help me to verbalize thinking in area.
14. Eye opening group interaction.
15. Very benificial.
16. Speakers interesting and enlightening.
17. Well organized, executed, and definitely good beginning for the institute.
18. Great.
19. I reserve judgment.
20. Need for facilities and opportunities for undereducated adult.

Evaluation #2 and Results

I. Rank the following speakers according to their effectiveness for you. Rank "1" as being the highest.

3 Gerald Gould

1 Margaret Kielty

5 Dr. H. Trimble and
Dr. A. Osborne

2 Dr. John Ohliger

4 Resource Panel

II. Thus far, what is the most important concept that you have learned in the program?

1. Meeting individual at his level and going from there.
2. Continued education necessary.
3. Character of Adult Basic Education student.
4. Need for liberal approach to Adult Basic Education.
5. Teacher training needs.
6. Importance of evaluation.
7. Teaching is same just the appraoch that is different.
8. Program needs of flexibility.
9. Community involvement.
10. Effectiveness of programmed learning.
11. Adult Basic Education class so student centered.
12. Evaluation in Adult Basic Education programs not valid enough.
13. Use of different machines.
14. Teacher is only person with an idea of effectiveness.
15. Problems in recruitment.
16. Teacher is most important in Adult Basic Education program.
17. Importance of student in program.
18. Curriculum should administer to individual student.
19. Necessity of reaching more people.
20. How to keep entire class occupied.

III. What is the least effective activity that you have encountered?

1. Lecture on programmed learning.
2. Superficial visit to welfare department.
3. Quasi-administrative position of counselor.
4. Paper to be written.
5. Math discussion groups.
6. Chalk board work first day.
7. Non-existent library tour, bus tour.

8. Discussion of role of counselor.
9. Demonstration teaching very strong but not planned for.
10. Team meetings.
11. Panel of administrators.
12. Afternoon session.
13. Presentation by Mr. Gould.
14. Math presentation.
15. Community visits.
16. Project paper work.
17. Second week in schools.
18. Resource panel.
19. Some of speakers.
20. All very profitable.

IV. Sum up the last week in one sentence.

1. Getting into actual setting of Adult Basic Education teacher.
2. Most rewarding.
3. I have so much to carry back.
4. I have learned and refreshed some old learning.
5. Marvelous experience.
6. Very enlightening learning experience.
7. Morning drastically programmed.
8. Kept very busy learning lots of things.
9. Giving a completely different idea about adult learner.
10. Everything is useful.
11. Effective and stimulating experience.
12. Enjoyed working in centers.
13. Like to know more about programmed learning.
14. Cooperation of community.
15. Enthusiam of the Adult Basic Education teacher for (her) students.
16. More involved in being a good Adult Basic Education teacher than I expected.
17. Good ideas to make it practical.
18. Things are getting better.
19. This has been a good workshop.
20. Classroom participation is the highlight of program.
21. Better than first week.
22. I feel I am coming closer to a realistic concept of my place in program.
23. The sharing in team and group discussion is good.
24. Since we have been in classroom things are improving.
25. I have learned a lot but I do not feel the organization of the program has been the best.

Evaluation #3 and Results

Please react to the following by underlining one of the following: a. Excellent, b. Good, c. Fair, or d. Poor.

I. Plan of the workshop

a. Excellent 13 b. Good 14 c. Fair 3 d. Poor 0

II. Location of workshop (Watts Hall)

a. Excellent 19 b. Good 9 c. Fair 2 d. Poor 0

III. Facilities

1. Living quarters

a. Excellent 10 b. Good 2 c. Fair 0 d. Poor 0 e. *None 18

2. Parking

a. Excellent 10 b. Good 4 c. Fair 5 d. Poor 0 e. *None 5

3. Eating places

a. Excellent 11 b. Good ___ c. Fair 0 d. Poor 0 e. *None 8

4. Other (specify) see page two

IV. Adult Basic Education materials availability

a. Excellent 12 b. Good 15 c. Fair 3 d. Poor 0

V. Special consultants (Dr. Paige, Miss Kielty, etc.)

a. Excellent 19 b. Good 10 c. Fair 1 d. Poor 0

VI. Workshop staff

a. Excellent 21 b. Good 8 c. Fair 1 d. Poor 0

* None meaning that the situation did not apply.

Evaluation #3 and Results (Continued)

III. 4.	a.	Availability of other members in evening to work on project.	Poor
	b.	Map directions to schools.	Fair
	c.	Overall planning.	Excellent
	d.	Interaction between participants.	Excellent
	e.	Transportation to Demonstration Centers.	Poor
	f.	Good selection of participants.	Excellent
	g.	Geographic distribution of students.	Poor

Other Comments

1. Stimulating students and staff.
2. Buses would have been better transportation to Demonstration Centers.
3. All participants should stay in the dormitory.
4. Expected greater display of actual ABE materials.

Evaluation #4
Demonstration Centers

I. Please check one of the following items according to how you feel about your experiences at the Demonstration Centers.

a. Excellent 18 b. Good 11 c. Fair 1 d. Poor 0

II. Describe and react to your experiences in the Demonstration Program. (Limit your comments to the bottom of this sheet only.)

Sign Your Name: ______________________

Demonstration Centers
Workshop Participants
Evaluation

Name: ______________________ Date: ____________________

Rate the participant in the (3) areas under each category. Use 1, 2, 3, 4, 5, 6, 7, 8, or 9, with 1, 2, and 3, being excellent; 4, 5, and 6, being good; and 7, 8, and 9, being fair.

I. Interpersonal Relationship with Adult Learners

____ A. Friendliness

____ B. Takes the initiative to know learners

____ C. Willingness to work with any adult

II. Interpersonal Relationship with Demonstration Teacher

____ A. Respect for the individual

____ B. A constructive critic, but does not over do

____ C. Willingness to acquire new knowledge and techniques as well as sharing his or her own concepts

III. Use of Materials and Equipment

____ A. Willingness to learn about many different materials and equipment

____ B. Ability to adapt equipment and materials to the situation at hand

____ C. Shows proper use and care of equipment and materials

IV. Personal Resourcefulness

____ A. Ability to change plans at a moment's notice (flexibility)

____ B. Ability to give proper personal attention to each adult

____ C. Ability to accept each adult and does not attempt to mold the person into his or her own image

V. Professional Attitude

____ A. Ability to establish rapport with other professional staff members

____ B. Retains the role of the professional teacher, but establishes an excellent atmosphere for the ABE learner

____ C. Knowledgeable about and understands the undereducated adult

Notes: ____

____

Scoring

Total the scores for all fifteen areas and divide by fifteen.

Score ________________________

____

Team Teacher

Adult Basic Education Workshop
Education 692.33

Final Examination

July 23, 1968

If you were in the position of writing an Adult Basic Education program for a year, show what things you would consider in your proposal.

The following areas may be kept in mind when planning.

I. Community

   a. Characteristics
   b. Needs
   c. Physical Facilities

II. Recruitment

III. Staffing

IV. Program

   a. Curriculum
   b. Materials

V. Evaluation

   a. Program
   b. Staff
   c. Adult Basic Education learner

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